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NUMBER 4

VOLUME XXV

INDIANA STATE TEACHERS COLLEGE

TERRE HAUTE, INDIANA

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THE TEACHERS COLLEGE JOURNAL

Volume XXV

January, 1954

Number 4

JANUARY COVER

Raleigh Warren Holmstedt,
Sixth President, Indiana
State Teachers College

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Ex-officio

INDIANA STATE TEACHERS COLLEGE

in its eighty-fourth year

Inaugurates

RALEIGH WARREN HOLMSTEDT

as its sixth President

TERRE HAUTE, INDIANA

January the Sixth
Nineteen Hundred Fifty-Four

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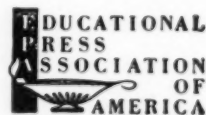
Lemuel A. Pittenger (Acting)

Ralph Noble Tirey (Emeritus)

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The Inaugural Exercises

William F. Cronin, *Presiding*

Secretary, Indiana State Teachers College Board

Friends of Indiana State Teachers College and distinguished guests:

Today marks an important event in the history of our beloved institution, and your interest is manifested by your presence here. This expression of your regard for the well being and progress of the college is highly gratifying to the college board and as it must be to Dr. Holmstedt himself. For eighty-four years the relationship between Indiana State Teachers College and the City of Terre Haute has been uninterrupted and happy, and I believe, has been richly deserved by this institution.

When the matter of the location of this college somewhere in the state of Indiana was under consideration, it is history that the decision was finally reached by the generous offer of support made by the city of Terre Haute. The college has grown and developed to its present imposing physical and educational position until it is considered the chief asset of the city. The educational values of Indiana State Teachers College can be measured by the fact that at the present time, 2,000 or more young people of this area, year after year, enjoy the facilities of the college and

the educational program which has been sustained by a faculty of competent educators, administrators, and men and women who have been willing to devote their lives to this institution.

It is a privilege for me to present these distinguished educators seated on the platform with me who have come to endorse the work of the board in the selection of Dr. Holmstedt of Indiana University to accept the responsibilities of directing the work of Indiana State Teachers College and to participate in its progress and achievements.

Invocation:

The Very Reverend Herbert F. Winterhalter, R.D.

We beseech Thee, Almighty God our heavenly Father, to bestow Thy blessing upon this inauguration. At this moment of our lives and the history of this institution, as we stand here in the presense of this great multitude of friends, we acknowledge with love and fear the honor and the responsibilities this ceremony implies. Not only is a great honor being bestowed upon one of Your chosen children but also a great and grave responsibility. In the Presidency of this great institution lies not only the prestige of this College but the destinies, temporal and eternal, of every student now and to be enrolled within its walls and those countless numbers whom they will in turn influence. Grant therefore Thy blessings of wisdom, justice, charity upon him upon whom falls this mantle. Assist him with Thy Holy Spirit, the gifts of council and fortitude, that his administration be conducted in righteousness and be eminently useful to Thy people over whom he shall preside. May he, under Thy loving prov-

idence and heavenly blessings, send forth from these walls citizens who will be an honor to their institution and fulfill the blessed heritage of an American citizen, and most of all citizens who will be ever conscious of their eternal destinies and living the supernatural purpose of existence merit one day to be honored as citizens of Your eternal kingdom and take their ordained place in their

true country of heaven. May Thy blessings be ever so generous and continuous upon the administration of our new president that he indeed be a chosen one to lead others from the darkness of ignorance to the light of the knowledge of things mundane and the knowledge of the True Light which enlighteneth every man who comes into the world, Thy Divine Son Jesus Christ. May our every good wish and kind remark be a prayer today for the blessings from You, our heavenly Father, upon him and this college.



The Inaugural Exercises

Installation of the President

Wilbur Young, B.S., M.S.

Indiana State Teachers College Board

My good friends, Mr. Cronin, distinguished guests on the platform, Ladies and Gentlemen:

Dr. Holmstedt will you come forward please. This is truly an occasion when it is a distinction and a pleasure to be present. I deem it a single honor and a rare privilege to be given the opportunity to administer the oath of office to one who has achieved such great success in the field of education. He is a man who is loved and respected by all who know him; a man who can grasp and deal effectively with the complicated problems which arise in this position. He is a brilliant leader; his faith in the cause of education knows no uncertainties. It would be difficult to find a man who could match him in abilities, integrity, and fidelity. Words are truly inadequate to describe the qualities of this man who has been selected to guide the destinies of one of the leading teachers colleges in the United States. This institution has been fortunate in its presidents. They have been men of the very best judgment, loyalty and of high character. These qualities are particularly exemplified in the man to whom I now have the honor of administering the oath of office. Dr. Holmstedt will you please raise your right hand, and repeat after me:

I, Raleigh Warren Holmstedt, do solemnly swear that I will support and defend the constitution of the United States of America; that I will support and defend the constitution of the State of Indiana, and that I will honestly, faithfully, and impartially, discharge my duties as President of Indiana State Teachers College according to the best of my skill and ability, so help me God.

I now declare you president of Indiana State Teachers College, and as a graduate of this institution may I be the first to congratulate you.



The President Takes the Oath of Office.

Greetings to President Raleigh W. Holmstedt

from

The Alumni Association

William Orville Puckett, B.A., M.A.

President

Dr. Holmstedt, the Alumni Association wishes to congratulate you upon your ascension to the presidency

of our very fine institution. We want to welcome you as the president; we believe that the board of school

trustees in their choosing you as president have indeed been wise men. The Alumni Association wishes to pledge to you our support in anything that will make Indiana State Teachers College a bigger and better place for our children to be educated.

The Student Body

Louise Varro

President, The Student Council

To you sir, on behalf of the students, let me offer our congratulations on your inauguration as president of this college.

Our association with you has, as students, been confined to this year. But short as it has been, it has been long enough to teach us to regard you with respect as a scholar, and with affection as a Christian gentleman.

In our period, no young man, and no young woman, can hope to succeed in any vocation unless thoroughly trained for it. The day has passed for luck to succeed, and the day has passed for untrained ability to get on, except under exceptional conditions.

It is much that a scholarly teacher publishes, that his thoughts, his methods, his contributions to science and learning go abroad to men who are so far away, but there is something much more significant in personal contact with such a man.

This influence, so far as it is connected with the pursuit of studies, is not the result of any peculiar trick, or turn of mere method, but rather of straightforward scholarly and man-

ly sincerity, going directly by the instincts of clear understanding to the heart of the matter in question. The student loves a clear and honest thinker—one who has something to tell them and who can give his thoughts clear and precise expression.

One important aim of every good educator is to arouse thought—to excite interest in special lines of desirable investigation and thus stimulate the intellectual activities of the student.

Thought is for search and search is for finding. These activities of inquiring minds, urged on by a deepening interest, guided by a sense of right and fitness, must find anchorage somewhere in the havens of truth.



State Institution Presidents, Left to Right: President Frederick L. Hovde, Purdue University; President Holmstedt; President John R. Emens, Ball State Teachers College; President Herman B. Wells, Indiana University.

else the excursions of thought will turn to aimless drifting and lead to indecision, worse than ignorance, worse than inactivity.

The judicious teacher, therefore, having roused thought, will often seek to give it limits in certain directions by stating briefly and clearly

as conclusions, the best results at which he can arrive.

The teacher who kindles in his students the love of truth and then administers the judgment of wisdom to their awakened souls will be respected and admired in the lapse of years.

The Faculty

John E. Grinnell, B.A., M.A. Ph.D.

Dean of Instruction

The coming of a New President to a college is an event of staggering importance to the faculty and students. The President is the general, the skipper, the Head, the Boss, the Prexy. By whatsoever formal or informal term he may be called, he is the chief officer and must be the responsible voice of the college.

Whatever distinction or notoriety the college earns is credited or charged to him. Consciously or unconsciously he reflects the ideals of the college and the college in turn takes on coloration from him.

To us of the faculty what does this mean? What is a college anyway? It is not faculty alone, though often we behave as if it were. It is not students alone though they are the cause and the substance. Nor is it buildings—no matter how new and imposing, nor the grass and flowers that brighten our campus day. It is not all these things together *this* day, *this* month, *this* year.

Our college—it is all who have ever taught here, learned here, suffered or been happy here. It is the ideas and rebellion of a generation ago, a half century ago. It is what happened because a President said "No" once long ago, and because a later President said nothing. It is a climate produced by a President and a spirit nourished in students and faculty by that climate. It is read in the joy of students returning to the campus and in the faces of the faculty assembling in the Fall. College—What richness in a single word! What poignancy of stored up meaning. It is the synthesizing of countless decisions on all levels, noted, applauded, approved, vetoed by the President. It is a long spiral upward set in motion by a friendly "Go to it" or "Good idea, Ben" said by the Prexy at the right time.

It is a country of the mind where scholars may live with dignity, teach without fear or flattery, and where

We thank you, President Holmstedt, for the benefits derived from your teaching, for your uniform gentlemanly courtesy, and for your interest in us, expressing the hope that you may long be spared in full strength to direct the affairs of our college.

students may grow in a climate of friendliness, accepted as equals and adults and stimulated by responsibility.

It is as strong as a battleship, as sensitive as a violin . . . yet one man must be its head—and only one man.

Is it strange, therefore, that all of us whose lives and affections are one with the College should be anxious when a President is selected? Is it strange that we should be warm inside when we come to believe firmly that the new President is the right sort?

It is not strange then that our anxiety is gone and that we see ahead with pride and confidence our College under our new President—like a cathedral growing in meaning and service—or like a deep, wide river flowing steadily into the unknown, or in these troubled years, as our best loved symbol has it—as a flaming torch held high against whatever darkness.

President Holmstedt, with full hearts we of the faculty welcome you to our campus, and we wish you satisfaction in your leadership here.

The Administration

Ralph W. Watson, B.A., M.S., Ed.D.

Business Manager and Secretary

Mr. Chairman, Mr. President, members of the faculty, distinguished guests, ladies and gentlemen: It is a pleasure for me to offer this word of greeting on behalf of the Administration. Mr. President, we pledge to

you our loyal support and cooperation in the tasks that lie ahead. In guiding the affairs of this college, you will have a loyal faculty, a cooperative administration, an intelligent student body, and adequate physical

facilities to help you meet the problems confronting you in your new field of service. We have had the pleasure of working with you in the past and are proud and happy to be associated with your administration. We pledge to you every aid to make lighter the burdens of your difficult task.

The President Emeritus

Ralph Noble Tirey, B.A., M.A., LL.D.

Mr. Chairman, President Holmstedt, distinguished guests, friends, students, alumni, and friends of Indiana State:

Will you pardon me if I tell you a story that our great William Lowe Bryan told during the past summer. It's a president emeritus story; and since I have been learning by actual experience what a president emeritus is, I have been thinking a good deal of what Bob Burdette said a good many years ago. He said, "If you want to know how important you are, just run your finger into a tub of water, and then pull it out and see how big a hole is left." But President emeritus Bryan said, (and I fear that I cannot refrain from repeating things he has said because he has something pertinent for every occasion as his illustrious successor well knows), on being recently introduced as president emeritus, that when Chancellor Lindley of the University of Kansas was getting ready to retire during the last year of his administration that one of the girl students, a senior who held him in high esteem decided she wanted to let him know how much she admired him for his great leadership, his sense of justice, his kindness, his love, and all the other great qualities that he possessed. Therefore, she wrote him as follows: "I hear that they have bestowed upon you lately the greatest honor that can come to a college president, namely that they have made you president emeritus;" and then she added unwittingly, "I don't see why they didn't make you president emeritus a long time ago." Maybe there is more truth than humor in a statement of that kind.

I would like for just a moment to picture for you the birth of this institution eighty-four years ago today. You have all read the writings of President Parsons, Dr. Lynch, and others; but for just a moment may I review the incidents and atmosphere surrounding the birth of this child eighty-four years ago today. Parsons,

a beginning student on that first morning writes: "The day was cold, raw and bleak; there was a nippy, eager air. The general atmosphere that surrounded this first morning was depressing, uninviting, and foreboding. The building was half finished, the yard a heap of sand and rocks, a small coal stove over in the south side of the assembly room on the second floor of the old original building, and the college board, the president and his faculty of four, and the distinguished guests, seated on a small bare platform." As President Holmstedt said this morning, "No books, except a Bible and an unabridged dictionary; no globes, no maps; not even the semblance of a laboratory." It was more poorly equipped than the most remote little red school house, or even Ralph Hartsock's "deestrick school in flatcrick township."

"It was a near approach to the log with Hopkins on one end and Garfield on the other." And then President Parsons humorously remarks "the unfortunate difference being that neither Hopkins nor Garfield were there." But there was *something* there at the birth of this institution that is more important than these material things, as important as they are. There was a well-conceived idea, a sound educational psychology and philosophy; a small but very able faculty; President W. A. Jones, a great leader (trained under the illustrious philosophers, William T. Harris and Denton Snyder, two of the great exponents of the Hegelian philosophy, and who I am told, was not only a great leader and teacher, but really a master thinker); and last but not least, twenty-one young men and women, thirsting for knowledge and insights into the art and the science of becoming a great teacher.

Now this is the thing that I want particularly to note. In this setting Barnabus Hobbs from Richmond, Indiana, born at Salem, Indiana, one

of those great Quakers of the early days in our state, who was president of the board, got up and read a chapter from the Bible; and then he knelt down on his knees on the bare platform and offered a prayer, asking God for success for this child that was being born, and imploring that His blessings may be bestowed upon the institution. President Parsons remarked that he had never heard of such a thing before, or never had witnessed on an occasion of this kind under such depressing conditions. A college official in great humility and sincerity, kneel and ask God to bestow his richest blessing upon an institution of higher learning. I have a feeling, and I do not make any apology for expressing it, that I believe, as much as I believe in anything else in the world in the efficacy of prayer; and I have no doubt, President Holmstedt, that a great deal of the rich heritage which is coming to you as President today, is an answer to the prayer of the venerable Christian pioneer, Barnabus Hobbs.

It is remarkable what a well conceived idea they had in those early days about this institution. William T. Harris once said that it is doubtful if another State Teachers College in America was as nearly conceived and established from the very beginning, upon a well conceived philosophy as was the one here at Terre Haute. A few sentences will help you to understand why Dr. Harris made such a statement. From the very beginning, they believed in thorough knowledge. One of the first tenets of President Jones was this: a thorough organic knowledge (notice the word organic—not just a hit and miss miscellaneous memorization of a few scattering facts), an organic knowledge of the subject or subjects to be taught. And, second, a knowledge of the human mind involving the mental processes by which the knowledge of the subject matter is acquired, with the laws controlling these processes. Third, a systematic orderly method of instruction derived from this knowledge of subject matter and of the being to be taught. And, fourth, an

extended period of actual practice in teaching in a school organized for the purpose and in which these rationally devised methods of instruction could not only be tested but become the habitual and regular procedure with the teacher. That was a remarkable program for 1870; as we view it today, we might think it was a little narrow. It probably was, because now we believe that some of the enriching subjects that may not necessarily be covered under such a program, are the humanities, the sciences, the social studies, the languages, and the arts. How we need to emphasize the languages today—the lack of which creates one of the greatest barriers between international understanding and fails to provide the student with the necessary basis for thinking. We cannot think except through languages. The classics and foreign languages are still necessary for a well rounded education.

As an illustration of how well they succeeded in those early days and in the following years, I would like to relate two or three incidents. I talked some years ago with a man who graduated here by the name of Colgrove. (He was then on the staff of Columbia University.) He related to me this incident: He said that he went to Harvard to study with William James, (the greatest psychologist of his day and perhaps as great as any that we have ever

had since, and one of the two or three greatest philosophers that America has ever produced.) It was this William James under whom he wished to study. One day he walked into Professor James' classroom to ask if he could enroll in his classes; Professor James replied, "Have you ever had any psychology?" "Yes Sir." "Where did you have it?" "At Terre Haute." "Did you study under Howard Sandison?" "Yes Sir." "Come right on in; anybody who has studied under Howard Sandison can take any of my courses at Harvard University."

And some years ago another incident. Charles Judd, the eminent professor of Chicago University, was asked to make a survey of the teacher education institutions of America. He asked William T. Harris, who was U.S. commissioner of education at that time, where he should go; and Mr. Harris said, without hesitation, "by all means go over to Terre Haute at the Indiana State Normal; there is one of the very best Normal Schools that there is in this country." Again, Lotus Coffman, perhaps the most efficient university administrator of his day, told me shortly before his death that he owed more to Indiana State Normal than to any other institution he attended.

Well, I just merely recite these three things in referring to the past;

but we are interested today in the future. We are interested not only in the twenty-fifth birthday, and the fiftieth, and the eighty-fourth, but we are beginning to look ahead toward the one hundredth birthday. Would it not be a wonderful thing if all of you could be present (and some of you will be here), when this child becomes one hundred years old!

The thing I would like to leave is this: we need to pray again, as Barnabus Hobbs prayed eighty-four years ago today; to pray that God will continue to bless Indiana State. And so my final word to my successor and friend, President Raleigh Holmstedt: our prayer is that you may have good health, that you may have bestowed upon you by the Father of us all, the wisdom, and the insight to carry on in these next years so that when Indiana State becomes a centenary, that those who speak at the centennial celebration will say that the last sixteen years have been the best.

What a great opportunity you have, President Holmstedt! All of us in our inmost hearts are offering the prayer of Barnabus Hobbs of days long since gone that the Father will strengthen and support you in times of need as you endeavor to pilot our beloved institution to higher ground and greater achievement. We stand ready to help you whenever possible in meeting this overwhelming task.

Indiana University

Herman B Wells, B.A., M.A., LL.D.
President

Mr. Cronin, distinguished guests, ladies and gentlemen:

It is a happy privilege to participate in this ceremony. Through the years many ties have bound our institutions together. Not the least of these is the fact that your immediate past four presidents, William Wood Parsons, Linneaus N. Hines, acting president Lemuel A. Pittenger, and the distinguished educational statesman and president emeritus, Ralph Tirey, have all held one or

more degrees from Indiana University. The University is honored that this has been so, and is truly proud of that record. We are proud of the fact, moreover, that many members of our faculty have had part of their training at this institution and hold degrees from this institution. Through the years we have interchanged students, faculty, and educational philosophies to our mutual benefit. Our ties were never stronger than at the present by reasons of the inauguration

of a new president who has been for twenty-four years an exceptionally valued and distinguished member of the Indiana University faculty.

I have a personal reason to be grateful for our close ties. I hold this great old school in warm affection, for here my father, a skilled and dedicated Hoosier schoolmaster, received most of his professional training.

Inaugurations are not planned correctly. The greetings and the advice of Presidents old in service to the new president should not be given in public but rather in privacy and secrecy. In such a secret ritual,

it would be possible to give the neophyte the truth concerning his new profession. For instance, it would be possible to explain to him the full meaning of that distinguished Hoosier Walter A. Jessup's appraisal of the job. (Walter A. Jessup, as I think you will all remember, was President of the University of Iowa, and President of the Carnegie Foundation for the Advancement of Teaching.) Walter Jessup once said, "The President must be all things to all men. He must be a man who will charm the prospective donor, who will delight the students with his youthfulness, who will have wisdom and experience to lead the faculty to make decisions with unanimity, who will take full responsibility for a 'winning football team,' who will say nothing to outrage either the standpatter or the new dealer, at the same time standing four square on all issues. He ought also to be a man who is religious enough to suit the fundamentalist, but sufficiently worldly not to outrage the gregarious alumni." Truly

such a man is a white blackbird.

Another good westerner, Henry Riston, President at Lawrence, and now President of Brown, expanded the description a little bit, and let a little more of our secret out for public view, when he said, "The president is expected to speak virtually continuously in words that charm and never offend, to take bold positions with which no one will disagree, to consult everyone and follow all proffered advice and do everything through committees but with great speed and without error."

Do not be discouraged by these observations Mr. President, for those of us with experience will likewise testify to the rich and rewarding opportunities in our profession, for service to youth, and to society.

We welcome you to the fellowship and responsibilities shared by the other educational executives of the state. We are glad that you have come to this position since we know that your presence here will strength-

en our state's educational leadership. You bring to your task a richness of experience, both in and out of the field of education, which will be of immense benefit not only to Indiana State Teachers College, but also, to all the other Hoosier institutions. You are the inheritor of a great professional tradition. Indiana State has had an enviable record of achievement, as one of the really distinguished pioneer leaders in teacher's education in all America, of which President Tirey has so well just spoken. Therefore, commensurate future progress will not be easy, but I am certain that you will be equal to the task.

I have had the privilege of working with you through many years, and thus I know whereof I speak in attesting to your talent, skill, wisdom, and breadth of educational philosophy. On behalf of Indiana University, I bring you affectionate and cordial greetings, and most sincerely wish for Indiana State Teachers College during the years of your leadership, great prosperity and success.

Purdue University

Frederick L. Hovde, B.Ch.E., M.A., D.Sc., LL.D.

President

Mr. Chairman, Ladies and Gentlemen:

It is my very happy duty on this occasion to bring the greetings and salutations from the trustees, faculty, and members of Purdue University, to Indiana State Teachers College, and specifically to its new president, Dr. Raleigh Warren Holmstedt.

This college whose administrative welfare is now in Dr. Holmstedt's hands is a co-equal member of a quadrumvirate of state established and supported institutions of higher education, which together and in company with thirty-one other private and municipal institutions share the work and responsibility for higher education in our state. We of Purdue University welcome Dr. Holmstedt into the councils of our quadrumvirate, not only for his educational wis-

dom and foresight, but also to share the burdens of work and the responsibility, because the educational tasks which loom immediately ahead are of such great magnitude as to tax to the utmost the combined talents and facilities of all our institutions of higher education.

American youth born and living now who will come of college age in the next decade of our national history must have educational opportunity made available to them at least as good as that provided for their parents, preferably better. Certainly the citizenry of the most powerful, most wealthy, and most advanced nation in the world can manage to meet such a comparatively simple problem, and paradoxically, if the people of this great nation neglect to provide the very thing that made

it great, the nation will not long remain great.

The principal task of the institution which Dr. Holmstedt heads is the professional training of teachers. There is no other teaching responsibility of greater importance. In the catalog of our natural resources, human resources are the most important, for they are the very foundations of our government, our way and system of life, are predicated on the development and existence of a truly educated and responsible citizenry.

Dr. Holmstedt, we of Purdue University join with all citizens of Indiana, and the many friends of Indiana State Teachers College in wishing you a happy and effective tenure of office, and we give you cordial assurance of our help, cooperation, and support in your task of making this college a dynamic and effective place of learning for thousands of the future teachers of our beloved country.

Ball State Teachers College

John Richard Emens, B.A., M.A., Ph.D., LL.D.
President

Mr. Cronin, Dr. Holmstedt, distinguished guest, and friends of Indiana State Teachers College:

I am sure you realize that it is a privilege and an honor for Ball State Teachers College to participate in this ceremony—the inaugural ceremony for Dr. Raleigh Holmstedt to be the new president of our sister institution. I think that I am placed in the position of how does a young sister behave at the inaugural ceremony of an older sister.

Every person in this audience is aware of the serious dislocation between the supply of, and the demand

for qualified teachers in this state and in this nation. I could belabor that statement and make a long speech about it. Instead, I have chosen perhaps to speak by analogy and very briefly. The members of this audience are also aware of the great happiness which comes to a younger sister who participates in a wedding ceremony for an older sister, particularly when that sister has established a national reputation such as this institution has established, and when the man in the party has also established a national reputation. And so as a younger sister representing the younger sister,

the students, and the faculty members, and the administration, and the alumni of Ball State Teachers College, they wanted me to attend this inaugural ceremony which officially unites the new president of the college, and the academic, and inacademic, and professional wedlock with Indiana State Teachers College.

And we sincerely hope and expect that all the children and the young people who become a part of this family because of this union will graduate as stalwart citizens of our democracy and that a goodly percentage of them will become teachers in our great state. And consequently in accordance with official protocol at such official ceremonies, we extend best wishes to the institution and our congratulations to the President, Dr. Holmstedt.

The City of Terre Haute

Ralph Tucker
Mayor

Reverend Father, distinguished guests, Ladies and Gentlemen:

Speaking in behalf of all the citizens of Terre Haute, at the outset, Mr. Cronin, I want to express our appreciation to the board for the se-

lection of Dr. Holmstedt as president of this fine college. And Dr. Holmstedt to you our sincere congratulations and best wishes. So well we know and appreciate what Indiana State Teachers College means to this

city. Far more than merely an educational center, its very tentacles spread out so far in our industrial life, our industrial growth, our recreational facilities throughout the country. We are indeed grateful. And Dr. Holmstedt, may your hand be firmer to the task lying ahead, with the knowledge that all the citizens of Terre Haute are united in support of you and the institution.

The State of Indiana

B. W. Johnson, D.D.S.
Secretary, Indiana State Teachers College Retirement Fund

Mr. Chairman, President Holmstedt, distinguished guests, fellow citizens:

Speaking in behalf of Governor

George N. Craig, I wish to say that he is very sorry that previous commitments prevent him from attending this inauguration today. As his repre-

sentative and as a former student of yours Dr. Holmstedt, I wish to say that the Governor sends you his greetings and good wishes on this occasion. The State of Indiana is assured that one of its major centers of education will do it honor under your administration. I bring you the greetings of the Governor of the State of Indiana.

Indiana State Teachers Association

Mary Van Horn, B.A., M.A.
President

Mr. Cronin, President Holmstedt, President Emeritus Tirey, distinguished guests, faculty members, and students:

It is a good omen, and very fitting that the President of the Indiana State Teachers Association brings greetings on an occasion so important to this

institution. There must be a constant flow of communications between the training college and the practitioners in the field. The practitioners need frequent contacts with the teachers college in order to keep up to date. The teacher in the field can help the college faculty members to keep their feet on the ground, and the college

faculty can help us to get our heads in the clouds, both for the mutual benefit of those we serve.

Through your services, you can conduct research, which can give direction to our activities. The work of our organization determines to a large degree whether the conditions under which your trainees work will be conducive to the kind of practice for which you have been preparing them. It follows then, that the training institution has responsibility of preparing the student to accept his obligation to his professional organizations, local, state, and national.

The Indiana State Teachers Association sponsors the Future Teachers

Association organization, which is one group working toward this end. Another association activity is the work of the Committee of Twenty-One, which in the state is the equivalent of the National Commission of Teacher Education and Professional Standards, often known as TEPS. This Commission, from its beginning, has enjoyed the fullest cooperation of the American Association of Colleges for Teacher Education, of which this institution is a member. Our committee sponsors conferences, and is constantly working for the upgrading of the profession in the areas of certification standards and teacher training. I commend the work of these groups to you.

We have appreciated the interest of this institution and the participation in these activities.

Dr. Holmstedt, the Indiana State Teachers Association, is honored to have a part in these ceremonies. I bring congratulations and best wishes from the Officers, the staff in Indianapolis, and the teachers of the State. Success to you in leading the Indiana State Teachers College to achieve the best that a teacher training institution can offer its constituents. To Dr. Tirey we express appreciation for his long service to this state, and extend best wishes for happy days of retirement.

The National Education Association

Ivan A. Booker, B.A., M.A., Ph.D.

Assistant Director, Division of Press and Radio Relations

Mr. Chairman, President Holmstedt, friends of the newly installed President and of this great college:

Every state has some product for which it is well known. Florida has its oranges; Mississippi its cotton; Oklahoma its oil; Colorado its gold; Kansas its wheat; Missouri its mules; Iowa its tall corn, and so on. Indiana, too, has a product for which it is famous—its teachers. Some have been mentioned here from this platform this afternoon. You recall many of the great headliners who have come from our fair state: David Starr Jordan, Ellwood P. Cubberly, Lotus D. Coffman, Walter Jessup, and others that you could name. But outgoing from our state also have been thousands whose work has been unsung, but who by their quiet competent work have made a name for education and for education in Indiana.

With your inauguration here today, President Holmstedt, a new star has been lighted in the professional firmament, and I am sure that in the students who go out from this institution under your leadership, the tra-

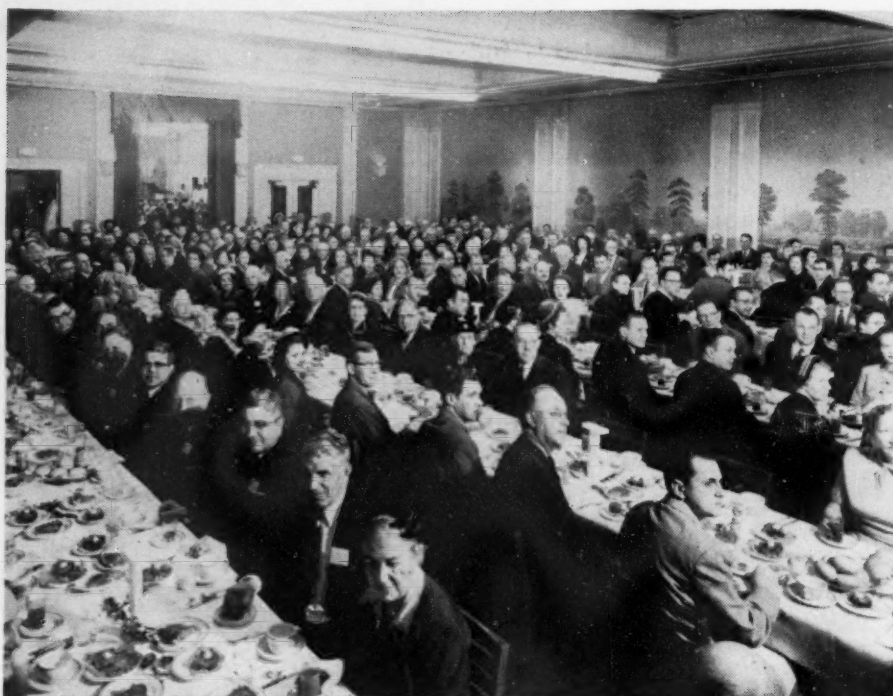
dition that Indiana teachers have will be more secure.

It is my esteemed privilege and high honor to greet you this afternoon, on behalf of the National Education Association. I bring you the hearty congratulations and best wishes of

William A. Early, our president and his staff, of William G. Carr, the Executive Secretary, and of my associates from the headquarters staff, who incidentally includes many hoosiers known to many of you. Among them, Hilda Maehling, an alumna of this college; Willard E. Givens our secretary emeritus, Virginia Kinnaird, known to many of you, and a new member at our staff, Mr. Arndt who heads our association



The Inaugural Banquet, Mayflower Room, Terre Haute House



of mathematics.—All hoosiers of whom we are proud at Headquarters, and who wanted especially to be remembered to you on this happy occasion.

The National Education Association has long been aware of the glorious traditions and of superb accomplishments of this college. With assurance and full confidence we wish for you, President Holmstedt, a very rich and rewarding administration, and for the college new heights of professional achievement. We pledge to you our full cooperation in the common task of preparing and promoting the welfare of the teachers of this state and the nation.

The Inaugural Luncheon,
Deming Hotel

The Inaugural Address

Raleigh Warren Holmstedt
President, Indiana State Teachers College

Members of the State Teachers College Board, delegates from our sister institutions and learned societies, faculty, alumni, students and friends of the College:

It is with humble appreciation that I accept the greetings and good wishes that have just been expressed. It is indeed a great honor to have been selected to serve as president of Indiana State Teachers College. The College has had a long history of outstanding work in education. Its contribution to the development of public education has been recognized in our own state of Indiana and throughout the nation. To one whose primary interest is in education it is a real privilege to be associated with the faculty, the students and the alumni of an institution that has had such a productive past and faces such a promising future. To have the responsibility for carrying on a great educational tradition and for maintaining the outstanding reputation of

the College is to me a challenge that is both inspiring and discouraging. I humbly and sincerely hope that the trust and confidence which you have so generously expressed will be justified.

Today we are celebrating the founding of Indiana State Teachers College. On January 6, 1870, Indiana State Normal School opened to receive its first students. William A. Jones had been inaugurated as the first president the day before. The president and four faculty members greeted the twenty-one students who appeared to enter the new institution. The building was only partly finished. It was reported that there was "only the most necessary furniture and absolutely no equipment." There was "no semblance of a laboratory, not a map, not a piece of apparatus of any description" and "the library consisted of a Bible and one unabridged dictionary." From that humble beginning only eighty-four years

ago the Indiana State Normal School has grown to be the institution that we know today. I am sure that all of us here regard this ceremony not primarily as an occasion to honor and eulogize the office and the person of the president but rather as an opportunity to honor the College; to recognize the many thousands of alumni who have devoted their lives to teaching; and pay tribute to those who through the years have given their energies, and abilities to the building of this College.

Indiana State Teachers College is an integral part of the public school system of Indiana—a school system established by Constitutional mandate, "wherein tuition shall be without charge and equally open to all." The establishment of a free public school system is an expression of the faith of the American people in education. It is a recognition that knowledge and enlightenment are essential to the growth and progress of a free society.

The major part of the development of Indiana's public school system has occurred within the period of the history of the College. When the State Normal School opened in 1870 edu-

educational opportunities were limited pretty largely to crude elementary schools in which the teachers were uneducated and untrained for their work. The average length of term in the elementary schools was less than five months. There were only about twenty-five public high schools in Indiana at that time and during the first thirty years of its operation the majority of students entering the Normal School had not had the benefit of high school preparation. It was not until 1907 that graduation from high school was required of those entering teaching in the public schools.

Today every boy and girl in Indiana has free access to public schools extending from the primary grades to the highest levels of university training. No one is denied the opportunity to develop his interests and abilities to their fullest degree. This is indeed a great educational achievement.

The College has made its contribution to the growth of public education through the training of many thousands of teachers for the schools of Indiana and other states. In addition it has afforded great numbers of youth the opportunity to extend their education beyond the offerings of the common schools. Its program has developed from that of the Normal School which was in the beginning little more than an intensive study of the subjects taught in the elementary schools, to a comprehensive college program that extends to the graduate level. As a normal school and as a teachers College, Indiana State has served the purposes of free public education well and there is every reason to believe that it will continue to do so in the future.

As we look to that future we find ourselves in a time that is more fraught with confusion, controversy, doubt and fear than any other period of the history of this College. This is a state that permeates the whole fabric of our political, economic and social relationships both at home and abroad. We are enjoying the greatest prosperity and the highest standard of living in our history but

we are haunted with the fear of another depression. We were victorious in war but we do not have peace or the immediate prospect of it. Our aid to alleviate the ravages of war, poverty and disease in other lands is received with suspicion and our efforts to protect free peoples from aggression and conquest are looked upon with distrust. We are confused as to the meaning and implications of our own basic principles of freedom, liberty and human rights. We find subversive activities in the highest levels of our government. Conflict and controversy between powerful economic groups and the efforts of many of these to use the machinery and power of government for selfish purposes threaten the maintenance of our system of free enterprise. These are characteristics of our time which give all thoughtful men great concern.

We can hardly expect that education will be unaffected by the ills of the times. Our schools and colleges have been subjected to all sorts of criticisms and accusations. Many believe that children and youth are being taught all sorts of "isms" but not Americanism and that the colleges and universities especially are staffed with a varied assortment of

"pinks," "eggheads," radicals and subversives. We are accused of denying the existence of any enduring values in education; that we neglect the fundamentals and that we waste our time on the ephemeral and the trivial; that we have neither faith nor ideals to guide our efforts.

Much of this criticism is offered in good faith and represents real concern for the welfare of our children and for the preservation of the American way of life. Much of it is made in ignorance of what really goes on in the schools and colleges and misunderstanding of what our purposes are and the methods by which we seek to attain them. Some of it no doubt is the expression of a real antagonism to free public education.

While we should be and are concerned about all this, I do not view with any great alarm the present state of American education. While there may be surface indications that give some credence to the current criticism of our educational institutions there is little evidence to support any such indictment as is so frequently expressed by the critics.

I shall not attempt to answer these criticisms or to propose cures for the alleged deficiencies of our educational system. The record of achieve-



The President's Reception

ment of American education speaks for itself. Neither do I wish to pose as a prophet to lead the way out of the wilderness of confusion, doubt and fear in which we find ourselves. I haven't the wisdom to do that and besides I have no desire to suffer the common fate of prophets. I think it appropriate, however, on an occasion such as this to give some thought to the principles and ideals on which this College was founded and on which it will continue to serve its purposes in the future.

The primary purpose for the establishment and support of the public school system of which Indiana State Teachers College is a part, is the preservation and perpetuation of American democracy. We find this expressed clearly by the founders of the American republic. Washington, Jefferson, Adams and many others recognized that an enlightened and educated citizenry is essential to the preservation of democratic government. Liberty withers and dies in the soil of ignorance. The proper exercise of our basic freedoms demands the highest levels of intelligence and social conscience on the part of the people. These are products of education. "Knowledge and learning generally diffused throughout the community being essential to the preservation of a free government" is stated in the constitution of Indiana as the reason for establishing our own public school system. In the common schools and in the colleges and universities which comprise our public school system we must not lose sight of the primary purpose for which they were established and for which they are supported by the people.

The record of achievement in education is an imposing one. Through education we are unravelling the mysteries of the universe; we are conquering time and space and the elements of nature; we have advanced in scientific and technical knowledge far beyond the imagination of our forefathers; we have provided the comforts and conveniences of living for the common man that surpass those enjoyed by the most privileged

only a few years ago. We are confident that we can learn and teach how to do or make almost anything that the mind of man can conceive.

All of these are important but they are not enough. The difficult problems of education today are not in the realm of the scientific or the technical; they are in the area of the political, the social and the spiritual. If American democracy fails to survive it is not likely that it will be because we cannot build faster airplanes, invent more destructive weapons or that we do not conquer disease and poverty. It will be because, as a people, we become divided in our allegiance to the principles on which this nation was founded, that we become confused as to their meaning and value and that we are unable to manage our affairs in a democratic manner.

An understanding of the meaning of democracy, an appreciation of its aims and values, and an ability to participate effectively and intelligently in the democratic process are fundamentals of American education.

Probably no other aspect of education has been given more attention in recent years than has the problems involved in education for democratic citizenship. There is still much to be done both in the realm of essential knowledge and understanding and in the development of effective methods of teaching. We shall need to give even greater emphasis to this problem not only as an element in the training of teachers but quite as important as a fundamental part of the education of our students in the College. For whether they become teachers or not they must assume their individual responsibilities as American citizens. Their understanding of and their loyalty to the principles of American democracy and their ability and willingness to share in the duties and responsibilities of citizenship is the most important measure of the success of this College and the school system which it serves. If we fail in this whatever else we may accomplish, we will have failed to discharge our primary obligation to the people of Indiana.

Living in America today is bewilderingly complex as compared with living at the time this College was established. The demands on the intelligence, the knowledge and the judgment of the American citizen in his every-day activities are growing at a tremendous rate. This has increased the task and the responsibilities of schools and colleges. We need more education and we need better education today than ever before. And we may expect that need to continue to grow as the boundaries of knowledge are pushed further into the unknown and the applications of knowledge become more diverse and complex.

High levels of scholarship have not been commonly associated with teachers colleges. Indeed there are many who accuse the teachers colleges of offering an inferior program to inferior students taught by inferior instructors. This I think is an exaggeration and it does not apply now if it ever did to Indiana State Teachers College. Our program of studies, our faculty and our physical facilities are equal to or better than the majority of colleges. But they are not good enough. Teachers today above all else need to be well educated persons. It is not sufficient that they be trained in methods of teaching and that they understand children and youth. They need to know how to teach but they must also know what to teach.

It is rather commonly assumed that teachers colleges are primarily concerned with the technical aspects of teacher training; that the sciences, humanities and the arts are limited in scope and inferior in quality in these institutions. Whether this be true or not, it should not be. Our first obligation to our students is to provide them with a first rate education. Our instructional program in the natural and social sciences, the humanities and the arts should exemplify the highest standards of scholarship. It should be equal in breadth of content to the best offered in our institutions of higher learning. In our teaching we must give students essential knowledge

and develop their ability to think and we must also cultivate in them a sense of moral and social values which will give direction to their lives and work.

If those entering teaching are going to be prepared to meet the increasing needs for knowledge and understanding on the part of those whom they teach; if they are going to be able to educate their pupils to live and make a living in our complex society, and if they as citizens and teachers are to make the contribution to social progress that we should expect, then they must be educated accordingly. They will need to know a great deal and they will have to be able to evaluate their knowledge in terms of its importance to the individual and to society.

As a normal school and as a teachers College Indiana State has enjoyed a reputation for high scholastic standards. This we must maintain. While we must continue to give attention to the professional problems of the teacher and to improve in every way that we can their technical competence, we cannot neglect the basic areas of learning. To do so simply means that we mistake the form for the substance of education. This it seems to me is one of the basic problems of teacher education and if we fail in this respect then teaching in our schools will not be the dynamic force in the lives of the people that it can and should be.

Another aspect of this problem should be mentioned. In the early period of its operation as a normal school and later as a College, the sole function of Indiana State was considered to be the training of teachers. This is no longer the case. Nearly half of those who enter the College at present will never teach school and many of those who begin teaching will remain in the profession only a short time. This condition is common to all teachers colleges. It appears that the day of the single purpose teacher training institution is largely past. While the training of teachers may continue to be our primary professional function it will not be the sole one. As enroll-

ments in the College increase it is quite probable that students seeking an education for other purposes will increasingly out-number those who are preparing for teaching.

I see no conflict or undesirable duplication of educational effort in this trend. A sound basic educational program can serve the needs of those who are preparing for other vocations and professions quite as well as it will serve the needs of those who teach. The idea that a liberal arts college should have one type of program, a university another type at the undergraduate level, and that a teachers college will differ from both the college and the university has in my judgment, no validity. The content, the purpose and the methods of higher education are largely common to all of these institutions. That we in the teachers college should teach a different kind of science, or history, or English, or mathematics, and that it may be taught on a lower level of scholarship than that taught in a liberal arts college or a university is in my opinion educational nonsense. While we may not be concerned with advanced levels of graduate study and we may confine our efforts in specialized professional education largely to teacher training, in the basic areas of learning the program of the teachers college should be as broad in scope and equal in quality to the best offered in our institutions of higher learning. If it is less than this then it will not suit the needs of either the students preparing to teach or of those who will enter other lines of work.

Finally we should recognize that we cannot solve our problems of citizenship and education by knowledge alone. Science is as much a potential for the destruction of our civilization as it is a means for preserving it. The search for truth and understanding is a never ending one. Whether it comes from discovery or through revelation, truth as we shall know it will never be complete or the ultimate. We shall continue to seek truth and to disseminate it among the people. That is our function and responsibility. But erudition alone

does not guarantee wisdom. Knowledge must be leavened with faith—faith in the inherent goodness and worth of man—faith in the principles of freedom and the institutions of democracy—faith that in love, charity and good will we shall find our salvation, and most important—faith in God our Creator in whom we live and move and have our being. In the words of one of Indiana's great scientists, "The farther we go the more the ultimate explanation recedes from us and all we have left is faith."

I would be remiss indeed if I failed to pay tribute to those who have preceded us: to Presidents Jones and Brown and the small group of instructors who founded the school and who nursed it through its infancy; to Presidents Parsons and Hines who with Professors Sandison, Charman, Kemp, Rettger, Wisely, Kelso, Cox, Bogardus, Stalker and many others nurtured it to maturity as college; and to the members of the State Normal School and Teachers College Boards, who over the years have so generously given of their time and thought to the direction of the institution. Finally I want to pay special honor to my predecessor Ralph Noble Tirey and his colleagues who brought the College through periods of depression and war and who are responsible for the fine condition in which we find it today. The physical structure of the old normal school has largely disappeared but the spirit and the faith of those who made it a great school are still here. In that spirit and that faith, may we look to the past with reverence and may we face the future with confidence and optimism.

The Benediction

Reverend John R. Knecht,
B.A., B.D., M.A.

Now may the Lord bless thee and keep thee; the Lord make his face to shine upon thee and be gracious unto thee; the Lord lift up the Light of His countenance upon thee, and give thee peace. AMEN.

Official Delegates from Universities and Colleges

- | | |
|--|---|
| 1636 Harvard University
<i>Ernest Omar Nay, M.D., F.A.C.E.</i> | 1855 Butler University
<i>M. O. Ross, Ph.D.</i>
<i>President</i> |
| 1701 Yale University
<i>Frederick Carl Reckert, B.A.</i> | 1855 Michigan State College
<i>Ralph C. Graetz, B.S., M.E., Ed.D.</i> |
| 1746 Princeton University
<i>Julian Kalfus Dale, B.A., M.A., Ph.D.</i> | 1855 Pennsylvania State University
<i>Lemoine J. Derrick, Jr., B.S.</i> |
| 1754 Columbia University
<i>Louis A. Lukenbill, B.A., M.A.</i> | 1857 Illinois State Normal
<i>Raymond W. Fairchild, B.A., M.A., Ph.D.</i>
<i>LL.D., President</i> |
| 1766 Rutgers University
<i>Reverend Alfred A. Neuschaefer, Jr., B.A., B.D.</i> | 1857 San Jose State College
<i>George Andrew Gromeeke, B.A., M.S.</i> |
| 1789 University of North Carolina
<i>Jacob E. Cobb, B.A., M.A., Ph.D.</i> | 1858 Iowa State College of Agriculture and
Mechanic Arts
<i>Calvin C. Turbes, D.V.M., M.S.</i> |
| 1794 University of Tennessee
<i>Mrs. Betty Moles, B.S.</i> | 1860 Louisiana State University and Agricultural and
Mechanical College
<i>Delton C. Beier, B.A., M.A., Ph.D.</i> |
| 1806 Vincennes University
<i>Isaac K. Beckes, B.S., B.D., Ph.D.</i> | 1861 State Teachers College at Edinboro, Pa.
<i>Clara M. Behringer, M.A., Ph.D.</i> |
| 1809 Miami University
<i>Roger L. Harned, B.A., M.S.</i> | 1865 Kansas State College
<i>Florence I. Mirick, B.S., M.S.</i> |
| 1817 University of Michigan
<i>James B. Nelson, LL.B.</i> | 1865 Cornell University
<i>Harry V. Wade, B.A.</i> |
| 1820 Indiana University
<i>Herman B Wells, B.A., M.A., LL.D.</i>
<i>President</i> | 1865 University of Kansas
<i>Thomas H. Smith, B.A., M.D.</i> |
| 1831 University of Alabama
<i>Mrs. Ford L. Wilkinson, Jr., B.A., M.A.</i> | 1865 University of Maine
<i>Edward A. MacLean, M.S.</i> |
| 1831 New York University
<i>Ivan A. Booker, B.A., M.A., Ph.D.</i> | 1867 Northeast Missouri State Teachers College
<i>William A. Healey, B.A., M.A., Dir. P.E.,</i>
<i>Pe.D.</i> |
| 1835 University of Panama
<i>Dr. Edward Ritter Aislan</i> | 1867 University of Illinois
<i>Donald M. Sharpe, B.A., M.A., Ed.M., Ed.D.</i> |
| 1837 DePauw University
<i>Russell J. Humbert, B.S., S.T.B., S.T., DD.,</i>
<i>LL.D., Litt.D.</i> | 1867 Johns Hopkins University
<i>Horace M. Powell, B.A., Sc.D.</i> |
| 1839 University of Missouri
<i>Berry E. Morton, B.A., M.Ed., Ed.D.</i> | 1869 Purdue University
<i>Frederick L. Hovde, B.Ch.E., M.A., D.Sc.,</i>
<i>LL.D., President</i> |
| 1840 St. Mary-of-the-Woods College
<i>Newton O. Branaman, M.S.</i> | 1869 University of Nebraska
<i>Forest C. Hubbard, B.A., M.A.</i> |
| 1846 Taylor University
<i>J. Floyd Seelig, D.D.</i> | 1871 Central Missouri State Teachers College
<i>Christian Jung, B.S., M.A., Ed.D.</i> |
| 1847 Earlham College
<i>Thomas Elsa Jones, B.A., D.B., M.A., Ph.D.</i> | 1872 University of Oregon
<i>Mrs. Wanda Daggelt Campbell, B.A.</i> |
| 1847 State University of Iowa
<i>Arthur W. Campbell, B.A., M.S., Ph.D.</i> | 1874 Rose Polytechnic Institute
<i>Ford L. Wilkinson, Jr., B.S., M.S., D.Eng.</i>
<i>President</i> |
| 1848 University of Wisconsin
<i>Raymond C. Klussendorf, B.S., M.D.</i> | 1876 Agricultural and Mechanical College of Texas
<i>W. O. Luse, B.S.</i> |
| 1849 Michigan State Normal College
<i>Dr. Alvin Strickler, B.A., B.S., M.S., Ph.D.</i> | 1876 University of Colorado
<i>Clyde E. Crum, B.S., M.S., Ed.D.</i> |
| 1850 University of Utah
<i>Justin M. Salards, B.A., LL.B.</i> | 1884 Longwood College
<i>Mrs. Harold H. Welty, B.S.</i> |
| 1851 Miner Teachers College
<i>Matthew J. Whitehead, B.A., M.A., Ed.D.</i>
<i>President</i> | 1884 South Dakota State College
<i>Charles L. Boswell, B.S., M.S., Ph.D.</i> |
| 1851 Northwestern University
<i>Wade B. Anshutz, Jr., D.D.S.</i> | 1884 Tri-State College
<i>Theodore T. Wood, B.A., LL.B., LL.D.</i>
<i>President</i> |
| 1853 University of Florida
<i>Frank N. Young, B.S., M.S., Ph.D.</i> | |
| 1854 Evansville College
<i>Edgar Monroe McKown, B.A., S.T.B., Ph.D.</i> | |

- 1885 Oakland City College
James E. Cox, B.A., M.A., Ph.D.
President
- 1885 Stanford University
John H. Riddell, B.S.
- 1888 Hastings College
Benjamin Rogge, B.A., M.A., Ph.D.
- 1888 Teachers College Columbia University
Wendell W. Wright, B.A., Ph.D.
- 1889 Manchester College
V. F. Schwalm, M.A., Ph.D., LL.D.
- 1889 University of North Dakota
John E. Grinnell, B.A., M.A., Ph.D.
- 1889 University of New Mexico
Mrs. Louise McDowell Riddick, B.A.
- 1889 Saint Joseph's College
Rev. Walter Pax, Ph.D.
- 1890 North Texas State College
Charles C. Williams, B.S., M.S.
- 1890 State College of Washington
Jervis M. Fulmer, B.S., M.S., Ph.D.
- 1891 The University of Chicago
Joseph S. Schick, M.A., Ph.D.
- 1891 Oklahoma Agricultural and Mechanical College
George E. Hines, B.S.
- 1892 University of Rhode Island
Clarence E. Hoxsie, B.S., M.S.

- 1893 Montana State College
Mr. Steve O'Connor
- 1893 Montana State University
Mrs. Fred Powell, B.A., M.A.
- 1893 New Mexico Western College
Robert Hunyard, B.S., M.S.
- 1895 Eastern Illinois State Teachers College
Robert Guy Buzzard, B.S., M.S., M.A., Ph.D.
President
- 1897 Huntington College
Elmer Becker, B.A., D.D.
President
- 1902 Indiana Central College
I. Lynd Esch, B.A., Th.M. Ph.D., D.D.
President
- 1903 Kansas State Teachers College of Pittsburg
Clyde E. Crum, B.S., M.S., Ed.D.
- 1903 Western Michigan College
Russell McDougal, B.S., M.A.
- 1910 Bowling Green State University
Ralph Lea Beck, B.S., M.S., Ed.D.
- 1911 University of Hawaii
Nemias B. Beck
- 1918 Ball State Teachers College
John Richard Emens, B.A., M.A., Ph.D., LL.D.
President
- 1920 Marion College
William F. McConn, B.O., B.A., M.A., D.D.

Official Delegates from Learned Societies and Associations

American Academy of Political and Social Science
Robert D. Seltzer, B.A., M.S., Ph.D.

American Association of Colleges for Teacher Education
Robert G. Buzzard, B.S., M.S., M.A., Ph.D.

American Association of Teachers of French
Mary Olga Peters, B.A., M.A.

American Association of University Professors
Gerhard Baerg, B.A., M.A., Ph.D.

American Association of University Women
Inez Morris, B.A., M.A.

American Economic Association
Waldo F. Mitchell, B.A., M.A., Ph.D.

American Home Economics Association
Anne Marold Lee, B.S., M.S.

American Library Association
Marion Grady, B.S., B.S. in L.S., M.A., Ph.D.

American Psychological Association
Rutherford B. Porter, B.S., M.Ed., Ed.D.

Association of American Colleges
Thomas E. Jones, B.A., D.B., M.A., Ph.D.

Botanical Society of America
Paul Weatherwax, B.A., M.A., Ph.D.

Official Delegates from Learned Societies and Associations *(continued)*

College Physical Education Association
Galvin L. Walker, B.S.

Indiana Academy of Science
Otto B. Christy, B.S., M.S., Ph.D., President

Indiana Council of Higher Education
O. P. Kretzmann, S.T.M., LL.D., D.D., Litt.D., President

Indiana State Teachers Association
Mary Van Horn, B.S.

National Association of Student Personnel Administrators
Rudolph D. Anfinson, Ph.D.

National Education Association
Ivan A. Booker, B.A., M.A., Ph.D.

National Federation of Modern Language Teachers Associations
Harry Vincent Wann, B.A., M.A., Ph.D.

North Central Association of Colleges and Secondary Schools
Robert G. Buzzard, B.S., M.S., M.A., Ph.D.

Phi Beta Kappa
Gerhard Baerg, B.A., M.A., Ph.D.

Phi Delta Kappa
Paul M. Cook, B.A., M.A., LL.D.

Speech Association of America
Karl R. Wallace, B.A., M.A., Ph.D., President

Representatives of Student Honorary Organizations

Alpha Phi Gamma <i>Rita Brewer</i>	Eta Sigma Phi <i>John R. Roberts</i>	Lambda Psi Sigma <i>Anne Harkness</i>	Phi Mu Alpha Sinfonia <i>Paul Steward</i>
Blue Key <i>William R. Powell</i>	Kappa Delta Pi <i>Rosemary Wilson</i>	Pamarista <i>Marjorie Wimmer</i>	Pi Gamma Mu <i>Roy Hulfachor</i>
Epsilon Pi Tau <i>Paul O. Jones</i>	Kappa Pi <i>Linda Stark</i>	Phi Delta Kappa <i>Chester Taylor</i>	Pi Omega Pi <i>Joan Summerlot</i>
	Sigma Alpha Iota <i>Janet Storm</i>	Tau Kappa Alpha <i>George E. Roach</i>	Theta Alpha Phi <i>Mary Anne Buck</i>

The Inaugural Committee

Mr. Kenneth Black, General Chairman		
Dr. Olis G. Jamison, Chairman of Arrangements		
Miss Mary Reid McBeth	Dr. Lloyd Smith	Mr. Sylvan Yager
Dr. Clarence Morgan	Miss Helen Reeve	Mr. Bruce Kaiser
Miss Flora Smith	Mr. Orval Strong	Miss Permelia Anderson
Dr. Paul Muse	Mr. Paul Wolf	Mr. Elmer Porter
Dr. Bessie Noyer	Mrs. Anne Lee	Mrs. Dorothea Swander
Dr. Wayne Schomer	Dr. Sarah Harvey	

84th Founders Day Address

Dr. Ivan A. Booker

*Assistant Director of Press and Radio Relations
National Education Association, Washington, D.C.*

EDITOR'S NOTE: Dr. Booker is a 1925 graduate of Indiana State Teachers College and a native of Carlisle, Indiana. He is also a former West Union, Ill. superintendent of schools and was a principal at Ward School, Mishawaka, Indiana.

CHOOSE YOU THIS DAY

One of the most dramatic incidents of all time is described in "The Book Nobody Knows"—in the 18th Chapter of the book of I Kings. At the time it occurs a century has passed since the reign of King David. The northern part of the now-divided kingdom is headed by a man named Ahab, but ruled, even as Ahab himself is ruled, by the pagan queen Jezebel—alluring, proud, ambitious, ruthless, ironwilled Jezebel.

The scene is laid on a mountain top, where a great multitude of people has assembled in response to an edict from the king. The throng is buzzing with curiosity and expectation. Why has the king called them together? Is there to be war with Syria, their aggressive neighbor to the North? Are new tax levies to be imposed? Is some traitor to be brought to trial? Why has king Ahab called them here? The early morning air is charged with an uncertain expectancy and considerable fear.

But soon there are shouts of approval and relief when preparations are begun for well-known religious rites. On the highest knoll, workmen begin to build two altars out of stone. A supply of firewood is being piled up. Animals for the sacrifice are being tethered nearby. A long train of carts heavily loaded with all sorts of supplies draws into view. A veritable army of priests is scurrying about in their brilliantly colored robes, making sure that everything is ready.

The whole multitude is relieved

that they have not been brought together by the threat of war, or other national crisis. But the crown obviously is divided in its enthusiasm for what is to come. Many still cling to the worship of Jehovah, and view with disgust and obvious disapproval, the preparations for sacrifice which are under way. They are silent, dejected, ill-at-ease. Many, however, are jubilant at the turn of events. There will be food—such food... and drink... and revelry without restraint! Oh, yes. That is the advantage of the new religion—the queen's religion. It has struck off men's shackles and those outdated "thou shalt not's" of the past. Those who worship Baal are free—free to indulge their every appetite and passion. There are great doings ahead!

"Three cheers for the queen!" Chorused the one group. "Revolt-ing," scowled the others.

Now all is ready and a man, standing between the altars, raises his hand for quiet. But who is this? It is no brightly-robed priest of Baal. Looks like some old man, dressed in peasant garb. Then, like the rustle of ripened wheat when stirred by a gentle breeze, a word ripples out through the multitude—"Elijah;" "Elijah, the prophet," "it's Elijah."

"How long halt ye between two opinions?" asked the old prophet, measuring every word. "If the Lord be God, follow him; but if Baal, then follow him."

You know the rest of the story I am sure—how Elijah challenged the priests of Baal to lay a sacrifice and pray to their gods for fire to consume it; how he taunted them as they played and worked themselves into a frenzy... all to no avail; how at eventide Elijah's water-soaked sacrifice was consumed by fire after his prayer; how the people cried out

when they saw it, "The Lord, he is God!"

There on Mt. Carmel the people of Samaria made an important choice. It was a turning point in the lives of individuals; it was a decision of superlative importance to the nation as a whole. Today, in Terre Haute, time and circumstance have brought us to another Mt. Carmel of decision. In this Foundation Day and Inaugural Program, some of the choices we make today are going to have profound and lasting effects on our own lives and on the future of this institution.

Life is like that. We come to many intersections and forks in the road which are of little consequence. Either route is about equally good,—or equally bad—the distance is about the same; and each leads to the same place. But from time to time the choice is different;... and all important. The alternative routes which we must choose may terminate quite far apart. It may be virtually impossible to cross from one to the other. It may be hazardous or impractical to turn back, once the choice is made. If you doubt it, just drive by the exit you intend to use from one of our superhighways! Or, try the wrong fork of some of our mountain roads! The result may amaze you almost as much as it annoys. It is the Mt. Carmel's which we must ever watch... the crossroads of decision which give direction to our lives and to the affairs which we help to direct.

The arrival of each New Year, and the anniversaries which we put on our calendars rather typically are important turning points. Of course, such occasions may be only the time for pleasant reminiscence... the chance to call forth fragrant memories, long buried by an avalanche of daily routines. That has its place. I am sure that you would not deny to "old grads" like myself the pleasure we find in recalling the past. In spite of all that time and progress have wrought, we find that in these once-familiar surroundings a host of forgotten incidents come trooping back to us—a rosary of remembrance, with

many a cherished pearl to warm the heart. But shallow indeed is the anniversary that ends with memories.

Rather, an anniversary, or a New Year, at its best is inventory time—planning time...dedication time. Certainly as this New Year gets underway, and as Indiana State Teachers College, arriving at the milestone of its 84th anniversary, today formally inaugurates a new president, we—at this moment—are standing at a crossroad of destiny with this college. What will be its future? What kind of college will it be in 1970—when it completes its first century of service? What will the campus be like? Will the program be substantially the same as at present? Or will the changes of the coming years in the physical plant and in the teaching program be as amazingly splendid as those of the past quarter century?

Students now on campus may find it a bit surprising that only three of the 14 buildings now comprising your campus group are buildings which I knew and frequented as a student. Eleven have risen since I was here. In those days, we were a small col-

lege of around 1,000 students, five of the 18 departments of the college now functioning at ISTC were not in existence in the school I attended. No graduates courses were available. We "boasted" of our library of 70,000 volumes—which was outstanding for that time, but is somewhat smaller than the 160,000-volume library that now serves the school. These are but a few of the obvious examples of vital improvements made during the recent past. They are symbols, too, I am quite sure, of the further development which is in store for ISTC. Those who will guide the destinies of this college for the next several years are rethinking today, we know, some of the choices which will determine its course.

Most of us, however, will be responsible only quite indirectly for the destinies of the college. We delight to dream of its possibilities, but will follow, rather than lead. Does today's anniversary, then, have any significance for you and me? Does this Foundation Day suggest any Mt. Carmel decisions for those of us who are the students, alumni, and friends of ISTC?

I think that it does. I suggest that the day can have individual, personal value for each one of us, if all of us will face up to some of the important decisions we need to make with respect to ourselves. Today, at the threshold of a new year and a new era for the college which most of us have attended or are attending, we can profitably re-examine our personal ideals, hopes, ambitions... plans. It is a good time for you and me to explore such questions as "In what direction am I moving? What standards of value do I accept?"

For our choices to be wisely made, perhaps some of us need to recognize more clearly than we usually do some of the false gods that are popular in our world.

First of all, there is the false god of materialism—and who is there among us who has not sacrificed at his altar? Some of the students in this audience, I warrant, still are not quite sure of the occupation or profession you want to enter. Isn't it so? For some time you have asked—and today you are still asking—what shall I do with my life? Others among you are concerned with plans for a home and family. How can you be sure of selecting the right life partner? Others in the audience, more nearly of my generation, are concerned with "getting ahead." And in nearly every case, what do we tend to set in the center of the stage in our thinking? Isn't it material possessions... in one form or another? "If I choose this, or that, occupation, what will it pay?" "If I choose this or that person as a wife, or husband, what kind of house will we be able to afford? What will we have to eat or wear? What kind of car will we drive?" And for those who are concerned with "getting ahead," what is our definition? Radiant living? Scholarly achievement? Peace of mind? Not likely. Usually "to get ahead" means to accumulate money or property, or both.

Reasonable effort to obtain the necessities of comfortable, decent living is a goal which I cannot condemn. But when concern for mater-



Participants in Founders Day Program, Left to Right: William O. Puckett, President, Alumni Association; Chris Parachos, President, Senior Class; Earl Cummings; Dr. Ivan A. Booker, Founders Day Speaker; President Holmstedt

ial possessions becomes life's ruling passion, *there* lies the danger. Our job is to put first things, first. Money and material things become dangerous and evil when the love of them, and the quest for them, become the major driving force that controls our deeds and our plans. Grasping for "things" tends to make a man selfish, cold, and indifferent. It leads to a distorted scale of values, and to reliance on an assumed security that does not exist. Teachers and philosophers from the most ancient times have inveighed against the extremes of materialism. Every day the newspapers of the land tell of the failures, the unhappiness, the disillusionment of those who have "everything." The verdict of the past and present is unanimous that "a man's life consists not in the abundance of the things which he possesses." Yet in spite of it all, we foolishly plan to tear down our barns and build greater, in order that, someday, we can take our ease.

As each one of us looks at himself here today what can we say about the value we set on things? Have we made them central? Or, do we subordinate them to attitudes, adjustments, relationships, and ideas—satisfactions of the mind and spirit.

A second Baal which I would like to point out... to myself, as well as to you, is the false god named "If."

"If my home had been different..." comes the plaintive reproach. Or, "If my school had been stronger"... or, "If I hadn't grown up in such a stuffy 'hick town'..." "I would be doing something important. But what can you expect?" How often we've heard it!... and said it!

Yet the whole experience of life denies such a philosophy. Good homes, excellent schools, wholesome communities are greatly to be desired. But it is the individual that really counts. Great personalities often come from humble homes, unheard-of schools, and obscure communities. History is replete with the Abraham Lincoln's, the Thomas Edison's, the Dwight Eisenhower's who, figuratively speaking, have

brought good things out of Nazareth. "A man's a man, for a' that," as Robert Burns had good reason to know. Where there's a will to grow, and a will to serve, there are no insuperable barriers to a man's advancement.

And a related aspect of this same false alibi, is such statements as, "Now if I had a job in School B, instead of in this School A, I could really accomplish something." Or again, "If I could get a job in City X and get out of this dead town, I would be an outstanding teacher." This is properly known as bovine vision, ... which always sees the grass greener on the other side of the fence. Are we standing knee deep in clover, reaching through our respective fences for the weeds that grow beyond them?

The fallacy of place, like that of materialism, has been amply demonstrated. Some of the world's finest literature, music, and art have come out of obscure communities. Some of the greatest scientific discoveries have come from obscure laboratories. Editor William Allen White rose to fame in a small town in Kansas, refusing repeated offers from large city dailies. Dr. Albert Schweitzer chooses the interior of the Dark Continent for his renowned achievements.

One of the weaknesses in many a school program of the past half century has been an education which, deliberately or accidentally, turned the eyes and thoughts of boys and girls to seeking their fortunes elsewhere, instead of preparing them to live richly and usefully in their own communities. Was it true of your school, as of mine, that it tended to encourage the ablest young people to think and plan in terms of working and living in some *other* place. Do those who settled in the home community feel a bit sorry for themselves and regard it as something of a misfortune that they did not "get away?" Did the school help them materially to study the problems of that community and to help in tangible ways to make it a better one? Here, it seems

to me is a fallacy which we should rid from our thinking, as applied to our own lives. Let us here highly resolve that wherever we live and work, we will seek and find the opportunities that are all around us. And, if we are teachers, let us begin to teach our pupils to see the acres of diamonds in their own back yards.

There is no unimportant town, or hamlet, or village—where people live and work. There is no place but has its diamonds of opportunities, which are yours and mine if we have the vision to see and to use them.

Still another angle of the alibi, "if," has to do with time. "If I had only lived in an earlier century," we sometimes think, "I, too, would have done great things." It may seem as we look at other centuries that high achievement was easy a few generations ago—there was so much to be done! Nothing had been invented—nothing of consequence! So little had been explored and developed. But now we've done so much... Or, have we?

Never has there been such a plethora of urgent problems to be solved, so many new worlds to explore, so many available fields for worthwhile service and achievement. And providing us with a vantage point from which to attack the problems that surround us, we have the accumulated science, the technology, and the cultural heritage that no previous generation could draw upon. Any true perspective of time, as well as place, will quickly dispel the make-believe chains with which we bind ourselves to mediocrity. The best books have not been written; the best music is yet to be composed; the loveliest art is yet to be created; science has barely begun to reveal her wonders. And as for philosophy, education, diplomacy, and the whole field of human relations, what we have achieved is modest indeed! There is work to be done *now*, if you and I have the will and the ability to use today, and every day, for our own best achievement.

Finally, I would like to call attention to another false god that can

be called "indifference" or "apathy." The thing that most of us need most of all is dedication to something in which we sincerely believe. Those who achieve greatness in any area of human activity are the people who find a purpose, a mission in life, to which they can give themselves without reservation. It is said, for example, that Edison's invention of the electric light was motivated very largely by an operation which a doctor had to perform on Edison's mother by the dim kerosene lamps then in use. He saw, in the emergency of a personal situation, man's imperative need for better light. It was something to which he could, and did, devote his creative talents without reservation.

The specific nature of the great over-riding purpose to which life is given is not too important. To one person it may be the writing of a book; to another, composing a song. To others, it may be the practice of medicine—or law, or the ministry, or architectural design, or growing something on the farm, or inventing a new gadget. To many in this audience, I hope it is teaching school—the greatest profession of them all... the job in which you can open the doors of inspiration and opportunity for scores of youngsters who will, in their turn, write the books and the music you might have written; who will be the doctors, and lawyers, the clergymen, and statesmen you might have become; who will build the houses, the bridges, the factories you might have wished to build. Not

"*what it is*" is too important; but, Can you give yourself to it with sincerity of purpose and true dedication? If you can, then that "cause," or that occupation or activity, is your key to greatness.

A visitor once accosted some workmen who were erecting a huge building. "What are you doing?" he asked of one man. "I am a stone cutter," came the reply. "I re-cut these stones, wherever they need it, so that each one fits perfectly in its place." "And what is your work?" he asked of others, who told him about such things as stone setting, and wood carving, and sculpturing, and mosaic work. Until eventually he came to a hod carrier, with his heavy load. "What are you doing?" he asked again. And this was the hod carrier's reply: "I'm building a cathedral, sir"—and so he was!

Have you found something bigger than yourself to which you can give yourself without stint, or reservation? Have I? Have we found the cathedral which we can help to build. Until we do, our lives will be but poor imitations of the things they ought to be.

On this memorial occasion, when Indiana State Teachers College has reached an important milestone of its splendid tradition, I have suggested that we think not only of the direction in which the school will move, but also of the direction in which we its students, and former students, are going to proceed. On this anniversary, and at the beginning of this new

year, I've proposed that we explore some of our own basic standards of value. What shall we put at the center of our lives, material things—or things of the mind and spirit? When and where shall we do the things we expect to do—*here* and *now*, or in some favorable surroundings... which means, not at all? Have you found, and have I found, a cathedral which we want to build?

These are decisions which all of us must make. They are peculiarly important decisions for young people, whose service to humanity and whose fine achievement is yet almost wholly to be accomplished. To the young people of this audience, especially, let me address this final word. Make your choices carefully while you are here in college. Look well to the standards of value you select for yourself. Do not regard your choices of values lightly, for... make no mistake about it, whatever you expect to be, one day, you are *now* in the process of becoming.

To you, the students, ... to we of the alumni, ... and to those who guide the destinies of ISTC, I commend the good counsel of Daniel H. Burnham when he said, "Make no little plans; they have no magic to stir men's blood and probably themselves will not be realized. Make big plans; aim high in hope and work, remembering that a noble diagram once recorded will never die but long after we are gone will be a living thing, asserting itself with growing intensity."

ACKNOWLEDGEMENT

Appreciation is extended to the Audio-Visual Department for providing tape recordings of the inaugural proceedings and to the Public Relations Office for the pictures used in this issue.—THE EDITOR.

THE INAUGURAL EXERCISES

Processional: *March*—Lawrence Eberly, Ph.D. *Organist*

Presiding: William F. Cronin, *Secretary, Indiana State Teachers College Board*

Invocation: The Very Reverend Herbert F. Winterhalter, R.D.

Hymn: *America the Beautiful*, Norma Jean Carter, *Soloist* and The Mens' Concert Choir,

Warren B. Wooldridge, B.P.S.M., M.M., *Director*

Installation of the President: Wilbur Young, B.S., M.S., *Indiana State Teachers College Board*

Greetings to the New President—

The Alumni Association, William Orville Puckett, B.A., M.A., *President*

The Student Body, Louise Varro, *President, The Student Council*

The Faculty, John E. Grinnell, B.A., M.A., Ph.D., *Dean of Instruction*

The Administration, Ralph W. Watson, B.A., M.S., Ed.D., *Business Manager and Secretary*

The President Emeritus, Ralph Noble Tirey, B.A., M.A., LL.D.

Indiana University, Herman B Wells, B.A., M.A., LL.D., *President*

Purdue University, Frederick L. Hovde, B.Ch.E., M.A., D.Sc., LL.D., *President*

Ball State Teachers College, John Richard Emens, B.A., M.A., Ph.D., LL.D., *President*

The City of Terre Haute, Ralph Tucker, *Mayor*

The State of Indiana, B. W. Johnson, D.D.S., *Indiana State Teachers Retirement Fund, Secretary*

The Indiana State Teachers Association, Mary Van Horn, B.A., M.A., *President*

The National Education Association, Ivan A. Booker, B.A., M.A., Ph.D.,
Assistant Director, Division of Press and Radio Relations

Hymn: *Faith of Our Fathers*, Men's Concert Choir, Warren B. Wooldridge, B.P.S.M., M.M., *Director*

The Inaugural Address, Raleigh Warren Holmstedt, B.A., M.A., Ph.D.

Alma Mater, Men's Concert Choir

Benediction, Reverend John R. Knecht, B.A., B.D., M.A.

Recessional: *March*, Lawrence Eberly, Ph.D., *Organist*